

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Deborah D. Williams
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Kent Elementary School
(As it should appear in the official records)

School Mailing Address 1800 West Rosemeade Parkway
(If address is P.O. Box, also include street address.)

City Carrollton State TX Zip Code+4 (9 digits total) 75007-2638

County Dallas County State School Code Number* 057903-122

Telephone 972-968-2000 Fax 972-968-2010

Web site/URL
http://kent.cfbisd.edu/pages/Kent_Elementary E-mail williamsde@cfbisd.edu

Twitter Handle _____ Facebook Page Kent Elementary
DebbieWilliams@williamsde02 PTA _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date_____

Name of Superintendent*Dr. Bobby Burns E-mail: burnsb@cfbisd.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Carrollton-Farmers Branch I.S.D. Tel. 972-968-6100

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date_____

Name of School Board President/Chairperson Mr. James Goode
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date_____

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PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 24 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 35 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☒ Suburban with characteristics typical of an urban area
 - ☐ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 13 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	7	7	14
K	27	31	58
1	32	37	69
2	29	30	59
3	29	35	64
4	30	34	64
5	38	33	71
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	192	207	399

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 23 % Asian
 - 14 % Black or African American
 - 22 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 35 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 12%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	28
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	47
(4) Total number of students in the school as of October 1	398
(5) Total transferred students in row (3) divided by total students in row (4)	0.118
(6) Amount in row (5) multiplied by 100	12

7. English Language Learners (ELL) in the school: 17 %
67 Total number ELL
 Number of non-English languages represented: 13
 Specify non-English languages: Albanian Gheg, Arabic, Bengali, Brumese, Gujarati, Hindi, Korean, Malayalan, Mandarin Chinese, Spanish, Tigrinya, Urdu, Vietnamese
8. Students eligible for free/reduced-priced meals: 36 %
 Total number students who qualify: 144

Information for Public Schools Only - Data Provided by the State

The state has reported that 40 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 13 %
51 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>8</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>14</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>41</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	98%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 1994

15. Please summarize your school mission in 25 words or less: Kent Elementary will develop students who meet/exceed the state standards needed to successfully transition to middle school and take advantage of the highest educational opportunities available.

PART III – SUMMARY

Ask any Cardinal about Kent Elementary, and they will proudly state that Kent is the “Best of the Best!” The school motto has been emblazoned on the hearts of students, teachers, and parents since 1989, when Kent opened its doors to a suburban neighborhood community.

Over the years, the school has gone from a traditional suburban model to a more suburban-urban type learning community. Kent is home to 398 ethnically diverse students in grades Pre-Kindergarten through 5th grade which include 14% African American, 1% American Indian, 23% Asian, 23% Hispanic, 35% White and 5% other. A cornucopia of different cultures is represented by 33 flags from around the world that festively adorn the cafeteria. Serving a diversity of cultures offers a unique opportunity to celebrate differences, but presents challenges. To assist students in mastering the English language, all teachers are trained and certified in English as a Second Language (ESL) strategies. Student success is supported through communication with parents using translators and connecting students with a community liaison.

Because the campus serves students who are Economically Disadvantaged (40%), ESL (17%), Special Education (SPED) (13%), and Gifted/Talented (GT) (7%), a variety of programs are available to meet their individual needs. As a Title I school, ESL students receive additional support via pull out programs. Academic and Creative Education (ACE) are served in small clusters and in individual classrooms. Two Positive Attitudes to Success (PAS) classes serve SPED students that have unique behavioral needs from across the district. Students at Kent might come from different backgrounds, speak 13 different languages, and have different needs, but they are all unified in their belief in themselves and in their school.

Kent started strong in 1989 as the principal and teachers strategically worked to begin the traditions that still shape the school today. The tradition of excellence was important from the beginning and it was celebrated when Kent was recognized as a National Blue Ribbon School (NBR) of Excellence by the United States Department of Education in 1993-1994. The award cemented and fueled the pride and tradition which has become the fabric of the school.

Kent has leveraged the award to attract families to the neighborhood, recruit highly qualified staff, and gain support from local businesses. NBR also inspired the development of the Kent student pledge. Students recommit daily to their responsibility to listen, learn and respect themselves and others. Singing the school song and naming the school mascot signify the pride and school spirit that are synonymous with being a Kent Cardinal.

Since its inception, Kent has consistently supported its students academically, emotionally, socially, physically and culturally. Students are challenged through a viable curriculum. Scores on standardized tests continually prove that academic needs are being fulfilled. Students are enriched in academic opportunities through the math team, spelling bee, science fair, and computer programming classes. Student recognition assemblies honor academic and behavioral success/improvement quarterly. Weekly guidance programs delivered by both the school counselor and classroom teachers enable students to grow emotionally and socially. Other social opportunities such as Honor Choir, Reading Buddies, and Destination Imagination teams allow students to make connections to others, develop self-confidence, and present themselves in a positive way while learning perseverance and commitment. Through the Leaders for Life program, Kent students develop leadership skills that translate into the classroom and contribute to the culture of success. Physical growth is encouraged through physical fitness challenges. Cultural opportunities abound through the multicultural fair, family picnics, and school carnival.

Kent holds itself to high standards and has been acknowledged nationally as well as by the state and community for its achievements. In addition to being named a NBR school in 1994, Kent remained an Exemplary School as acknowledged by the Texas Education Agency (TEA) for its academic achievement as well as the TEA Gold Performance Achievement in Reading, Math, Science and Writing from 1995-2012 when the designation was changed. In 2013 and 2014 Kent's distinctions included Academic Achievement in Reading/LA and Mathematics, Top 25% Student Progress and Top 25% in Closing the Gap. Other accolades include being named the #1 school (2002) in the Dallas/FortWorth Metroplex by “D” Magazine,

and being named to the Texas Business & Education Honor Roll (2006-2011) and receiving the Texas Honor Circle Award (2014). These accolades are made possible due to the dedication of Kent teachers, the outpouring of parental support, and the strenuous effort of students.

Leadership is a common thread that has accelerated success, and it starts at the top. Kent has a teaching principal and a staff of teachers that are lifelong learners. Students at Kent get a first rate education as more than 67% of Kent's teachers have entrusted the learning of their children to the Kent faculty. The family atmosphere is one of the enduring elements that contribute to Kent's mission of high achievement for all students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The curricular approach at Kent Elementary is founded on the belief that all students can achieve high levels of academic success. The Texas Essential Knowledge and Skills (TEKS) establish basic grade level learning standards for Texas school children. The district selects researched-based curriculum that incorporates a variety of learning models to supplement the state standards. These opportunities enable students to meet, as well as exceed, the TEKS and excel in the classroom and beyond.

The Language Arts curriculum is organized around a workshop model to facilitate advanced learning. During reading and writing workshop, targeted mini lessons instruct students in specific skills such as phonemic awareness, use of context clues, monitoring comprehension, and higher level thinking skills including inferring, drawing conclusions and implied main idea. Students then practice these skills in cooperative groups, pairs, or independently. An integral piece of the reading workshop is guided reading during which students work in small groups on identified needs in order to accelerate their reading. Workshops close with a reading or writing “share time” with students actively listening and participating in academic discourse.

The workshop model allows students to utilize higher level thinking through justification of ideas and elaboration of concepts while providing teachers the opportunity to scaffold the instruction and extend lessons to meet all students’ needs. Curriculum is supported through a dedicated literacy library from which teachers pull leveled reading materials. Tutors provide additional support to meet below level student needs. Above level students are challenged by book talks, Socratic seminars, and specifically designed lessons.

Math instruction begins with focused questioning, discussion, and instruction on specific learning targets. Students are encouraged to explore a variety of problem solving and operational strategies to gain a deeper understanding of lesson objectives. While students “investigate” concepts and best practices, teachers confer with individuals and small groups to check for understanding. Student-centered activities can be shortened or extended, allowing teachers time to assess misconceptions and reteach as necessary. Students are encouraged to share, explain, and discuss their metacognition, thus extending opportunities for higher level thinking. Supplemental programs and materials, such as Calendar Math, Problem of the Day, and TEKS Boxes, are consistent across grade levels and add curricular support. Additional tutoring is provided for below level students, while above level students are challenged through problem solving extensions.

The Science curriculum is chosen to engage students in experimental learning. Following the 5E Instructional model, students participate in digital lessons, hands-on-activities, experiments, journal writing, and classroom discussions to achieve an understanding of complex scientific concepts. The 5E Model – Engagement, Exploration, Explanation, Elaboration, and Evaluation- is incorporated at all levels, and core units of study spiral in depth as students advance from grade to grade. Instructional videos, textbooks, reference kits, and an accessible science lab supplement the core curriculum to provide reinforcement of learning objectives. Classroom observations and unit tests allow assessment opportunities for teachers to monitor individual student progress. Anchor charts assist struggling students with academic vocabulary. The annual Kent Science Fair challenges above level students to explore the scientific methods through experimentation and presentation of data.

The Social Studies curriculum covers common themes across grade levels, broadening in scope as students advance. Primary students explore social structures that exist in school and their community, while intermediate students learn about city, state, and federal systems. Lessons in history, geography, government, culture, and economics also broaden in scope across grade levels. Document Based Questioning (DBQ) engages intermediate students with primary historical documents in order to deepen interest and understanding of the learning targets. Leveled texts provide on a variety of reading levels to support above and below level learners. Through project-centered curriculum, students create charts, graphs, models, timelines, advertisements, flipbooks, plays, and songs to reinforce key concepts. Biographical

writing is integrated with the Language Arts curriculum. Field trips to historical sites and special events such as the Annual 1st and 4th Grade Texas Day Celebrations extend learning beyond the classroom.

Kent preschool students follow Texas Pre-Kindergarten Guidelines through participation in Creative Curriculum for Preschool. Five units of study provide students with a wide range of academic and social experiences. Students learn fundamental academic and social skills through center based learning and shared reading/writing activities. CIRCLE Assessment enables teachers to monitor mastery of aligned curricular targets. Kent's Pre-K students enter kindergarten with a foundation of school readiness that enables them to have success in Kindergarten and beyond. Students begin school with improved fine motor skills and are able to write their names as well as recognize letters and sounds. In addition, students understand numbers, distinguish patterns, recognize attributes of objects, and solve problems. Pre-K students enter kindergarten with knowledge of school routines and peer relations. These academic and social indicators positively impact student readiness for school.

2. Other Curriculum Areas:

Kent Cardinals are challenged physically and creatively through our Art, Music, Physical Education, Library, and Technology curriculum. All students in Kindergarten through fifth grade attend Art, Music, and PE on a rotating basis, every third day for fifty minutes. The technology curriculum is integrated into the students' regular classroom work. All of these courses follow the TEKS as their main curriculum.

In art, students experiment with different media; painting with watercolors and acrylics, drawing with pastels and sculpting with clay. Essential skills in math are supported by measuring, estimating, and using geometric forms. Students build an extensive art vocabulary, study great artists of the past, and complete multicultural artworks that honor the cultural diversity of the school. During the last few weeks of May, the hallways are transformed into a breathtaking art show that fascinated parents, teachers, and students. Each child exhibits at least two pieces of art that are mounted and displayed as importantly as any piece of art in a museum. These pieces showcase the elements of art and the principles of design learned throughout the year. In addition, students share their art with the community through poster contests like Say No to Drugs, Healthy Lifestyles, and a district-wide art show. Participation reflects the value the school places in the arts.

Students explore rhythm, instruments, movement, drama, and singing during music. Using various instruments, students create and perform music from around the world. Students relate rhythmic notation to fractions in math and gain knowledge of American and world history through song lyrics. Beginning in grade 2, all students are involved in presenting a high standard musical providing them the chance to dress in costume, sing, dance, and perform on stage. Fourth and fifth grade students are involved in Honor Choir as they present two musicals a year. Fourth and fifth graders learn to read musical notation and apply it to playing the recorder. A commitment to help each child attain their best is the hallmark of Kent's music program.

Physical Education (PE) is about achieving fitness in a fun way while building strong character and strong muscles. Students experience activities, lessons, and events that build fitness and character habits for a lifetime. The PE program also has a variety of enrichment events that help achieve fitness and character goals. Some of these include a Fun Run, Field and Water Day, 5th grade Track Meet, Turkey Trot, 4th Grade swimming program, Basketball Tournament, and Safety Patrol. Students participate in physical education lessons and games that reinforce the subjects being taught in their classrooms. Math is supported with activities such as using distance, time, addition, subtraction, division, and averaging.

Kent students become "leaders for life" through a program taught twice a month by Fine Arts teachers. Each grade level is taught character building lessons and activities to develop leadership skills. The lessons center around responsibility, respect, trust, fairness, and good citizenship. R Time curriculum, which develops positive relationships through peer interaction in a supportive environment, is used.

The library program helps students to acquire grade level TEKS such as internet safety, rule regarding plagiarism, and citing sources through bi-weekly lessons. The collection exceeds state requirements. With

online databases, including ebooks, accessible from school and home, our library is helping students transition to a high tech society.

To foster the growth of 21st century skills in the field of technology, students use a variety of web tools, software applications and mobile devices. KidPix is used for creativity across all content areas, and Gaggie is used in grades 2-5 for creativity, communication, and collaboration. Students use computer software as early as 1st grade. Students also use programs that give learners of all abilities a blended and personalized learning experience in reading and math. Students participate in the Hour of Code, a worldwide event designed to introduce coding. In addition, Kent hosts a Bottle Rocket Club that is open to students in grades 3-5 who are high achievers in Math. Bottle Rocketeers learn high level coding and programming from members of the community who are professional coders and programmers.

In all of these areas, students are assessed continually through their effort and progress. Teachers guide all students, whether below level or above, to achieve their maximum potential for learning.

3. Instructional Methods and Interventions:

A variety of instructional methods are utilized at Kent in order to meet the needs of each individual student. High achievement is ensured by differentiating the instructional approach based on the students' academic needs through small grouping, visual anchor charts, daily conferring, and inquiry-based learning methods. Students use accountable talk to engage in higher-leveled conversations with their teachers and peers. This strategy enhances learning for all students, but has shown to be especially beneficial in accelerating English proficiency of Kent's English Language Learners. Through the daily integration of technology, teachers accommodate the diverse learning styles by incorporating ActivBoards, iPads, student-friendly email/blog accounts, and computers in the classrooms.

Early intervention is vital to academic success. Teachers reteach the skills not mastered and provide an opportunity for reassessment for students who are not meeting grade-level standard. In addition to this, students follow their own progress on individual assessments and learning objectives. This data is then utilized to set goals for each subject area.

Kent utilizes teamwork to support struggling students. Kent teachers, administrators, ESL specialist, instructional facilitator, librarian, and fine arts teachers collaborate to implement intense, focused small group instruction called Response to Intervention (RtI). RtI encompasses research-based instructional methods for math and reading to accelerate and close the gaps for struggling learners. Instructional remediation is provided to meet the academic needs of the students four days a week for thirty minutes a day.

Several programs are provided to meet the unique needs of special populations. Students must qualify using academic testing to participate in programs such as Academic Creative Education (ACE), Positive Attitude to Success (PAS), Content Mastery (CM)/Resource, and English as a Second Language (ESL). Through ACE, identified gifted students are clustered to receive instruction with other gifted/talented (GT) students, individually, as well as with non-GT students. ACE students work with curriculum that adds depth, complexity, and pacing appropriate with their abilities. PAS supports students with severe behavioral needs that require a smaller group setting. Students are motivated through positive reinforcement and daily social skills lessons and behavior plans help to build positive peer relations and support academic needs. CM and Resource offers support to students through individual and small group instruction geared to specific learning disabilities.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Kent has maintained a high level of academic achievement for the past five years. Students were assessed with the Texas Assessment of Knowledge and Skills (TAKS) test from 2009-2011 and the STAAR test beginning in 2012. Results remained virtually unchanged even though the STAAR test is significantly more rigorous. The school proudly acknowledges the increase of students who scored advanced on the STAAR test in 2013-2014 in math (36%-45%) and in reading (30%-41%).

Kent's passing percentage and advanced percentages exceed the state average. This success is attributed to the analytical approach used to monitor student growth and activate focused tutorials.

Since the inception of STAAR, math scores have increased. For example, 3rd and 4th grade math scores improved respectively from 84%/83% in 2011-12 to 90%/96% in 2013-14. The increase can be attributed to teachers working with a coach to analyze standards in Professional Learning Communities (PLC) where teachers analyze concepts and predict/plan for possible student struggles.

Kent's 2013-2014 reading data remained in the 90+% range with the exception of 4th grade which decreased from 95% in 2012-13 to 86%. This data also indicated a small achievement gap for Hispanic students (81%) and SPED students (80%) in 4th grade. In response, the Admission, Review and Dismissal (ARD) or Safety Net and Acceleration Plan (SNAP) Committee convened to review these students' needs. An RtI or Individual Education Plan (IEP) was developed/modified and implemented to remediate deficiencies in student learning based on each individual need. Students were assigned to reading or math intervention, and their progress was monitored to determine the success of the plan or if alterations needed to be made. During this process, the staff realized that the needs of visual learners were not being addressed. As a result, the staff received training on the effective uses of visual aids to enable students to anchor their learning.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Data is an important tool used to drive instruction. STAAR test data is broken down by school, grade level, individual student, and question. The analysis is conducted by the staff to identify patterns and gaps in order to determine specific areas of instructional needs and improve instruction. In order to manage all this data and evaluate the holistic progress of each child, SNAP team meetings are held quarterly to determine next levels of work for individual students and implications for classroom instruction and small group intervention.

Formal and informal assessments are utilized to provide data showing students' academic proficiencies. All data is placed into a spreadsheet indicating TEKS mastery by campus, teacher, and student. Teachers use the data to adjust instruction, to change delivery format, and determine tutorial needs. Assessment data is also obtained through several online programs such as Measures of Academic Progress (MAP), for both math and reading which are available to all students. These research-based programs with built-in assessment tools, evaluate and customize student activities. With this individualized data, teachers specifically target needs.

The results from all of Kent's assessments are communicated to students, parents, and community partners via the school website, district news channel, and social media. Individual information is shared with parents and students in a format that goes home with the report card. Results from all assessments are given and explained to the parents via report cards, Parent Connect, and at parent conferences. In addition, a community hearing is held annually to share the school's progress toward achieving high academic standards. The data is explained so all stakeholders understand the meaning of the data and next steps to achieve identified goals.

Part VI School Support

1. School Climate/Culture

Academic, social, and emotional growth opportunities are woven through a student's experience at Kent. The loving, caring, and inviting climate creates a cohesive family atmosphere. Students, families, and staff create a safe environment where risk-taking, collaboration, and devotion are evident.

Students eagerly enter the school each morning knowing their teacher has planned unique and exciting adventures for learning. The curriculum is designed to motivate students and provide choices and challenge that students crave. The History Alive curriculum allows students to experience learning instead of sitting back and listening. In reading, students self-select texts and work in book clubs with others as they share new learning experiences. Working in groups is not easy. To facilitate social and emotional growth, RTime, classroom guidance, and goal setting are utilized to help students develop the skills to be well rounded citizens.

This community also extends to the parents and others who enter Kent's doors. Upon registration, parents are welcomed to the school and are introduced to staff members who welcome them to the Kent family. Multiple opportunities are provided that continue this family experience. Meet the Teacher nights are held prior to each year to allay the fears of students prior to the first day of school. Parent Teacher Association (PTA) is a huge part of the welcoming environment that exists at Kent. PTA, which includes 100% teacher membership, creates activities to promote a positive culture and honors teachers each year through the selection of life members.

An equally important part of the family is the staff. At the end of each year, the staff evaluates the progress that was made during the year and begins to mold the direction for the future. A needs assessment is completed and staff members forge the plan for the upcoming school year, and strategies for mentoring new staff are developed. This past year, the staff identified that the needs of visual learners were overlooked. A book was identified that addressed these concerns and staff members led the learning and implementation of techniques to help mitigate this deficiency. A strong sense of loyalty is evidenced by the low staff turnover. Staff members truly enjoy the social and emotional support they give one another through team building activities such as luncheons, contests, sporting events, and after school crafting.

Without all three components discussed above, Kent could not achieve the heights to which it has soared. The family atmosphere is a critical driver.

2. Engaging Families and Community

Parental involvement and participation is strongly encouraged and welcomed. As a result, parental attendance reaches 75% at most events. An integral conduit for parental outreach is through Kent's PTA. Strong bonds are forged within this group, and PTA serves as an extension of the school. The first parent outreach begins at Kindergarten Roundup, an event held in the spring to register new students and acquaint parents to school. Family fun and connection is also encouraged by PTA as they host exciting events like family movie night, back-to-school swim party, and book fair. Activities are well integrated with the school's overall mission and goals.

Parents have opportunities to learn how to support their child's educational growth through events such as Curriculum Night, Strong Fathers Math and Science Night, and reading nights where parents leave with make-and-take games for home. The school counselor leads book studies on parenting topics that develop the social and emotional well-being of the students. All events offer parents the opportunity to be mentored by teachers on how to support their child at home with homework and various assignments that ensure academic success in the classroom. Knowing that classrooms today are different from most parent's experiences, Kent instituted Bring your Mom/Dad to School Day where parents get a first-hand look at their child's day within the context of a school subject. The event increases the trust of parents and creates

a common vision. These events impact students completing homework and recognize the importance of being at school on time.

In order for parents to be informed about school events, social media such as Facebook and Twitter is utilized. Additionally, teachers communicate using webpages and email. Also, parents receive Tuesday folders filled with student work, notes from teachers, invitations for parent/teacher conferences, and report cards.

Kent has a long standing cooperative relationship with the community. Doors have been opened for families and members of the community to join us for school performances and productions such as choir concerts, science fair, wax museum, spelling bee, and Veteran's Day Commemoration. These activities are possible by the financial contributions of local companies and their desire to send staff to our campus as volunteers to work with and mentor our students. Family and community involvement has contributed to the success of Kent Elementary.

3. Professional Development

As research shows, teacher effectiveness is a leading factor that impacts student achievement. Professional development at Kent is designed to impact teachers and administrators to the highest degree through Instructional Rounds, Professional Learning Communities/Coaching, and Research-Based Book Studies.

Kent utilizes Instructional Rounds to implement continual instructional improvement. Through this process, administrators and professionals work to drive the instructional process and make sound instructional decisions. Internal and external teams observe a "problem of practice" (POP) in classrooms, give specific feedback on implementation, and offer insight through data accountability. The process leads the campus to address challenges found during the observations. The faculty at Kent uses data from rounds to make decisions regarding educational practices and identify areas for future staff development needs. Kent's POP focuses on the consistency of asking higher level questions (student to student, student to teacher, and teacher to student). Jointly, students and teachers acquire knowledge about the POP in order to reach a common goal. The POP was selected to address the increased rigor of the STAAR test. Increasing test scores on STAAR indicate that students benefit from higher level questioning.

Through PLCs, focused trainings, and district content coaches, the staff at Kent works for continual improvement. To hone their craft, teachers work with instructional coaches to improve practice, study TEKS, and prepare effective lessons that address identified areas of need. Coaches observe lessons and provide feedback to teachers based on the work of the PLC. Staff regularly attends trainings that focus on student needs as related to the TEKS. Aligning district and campus practices allow for further instructional growth. In a collaborative effort, content-area coaches and teachers create a collection of anchor charts that support student learning. The Understanding by Design (UbD) model is used throughout the district and at Kent. UbD helps plan units of study that focus instruction and ensure that students make educational gains through acquisition of knowledge, meaning-making, and transfer. The careful design leads to increased improvement and achievement at Kent.

Book studies allow for research-based study directed by and for the needs of the Kent Elementary student population. Recent studies include: Smarter Charts, Whole Brain Child, Lucy Calkins writing units, SPED co-teaching, and works by Marzano. These readings direct staff discussion, and analysis drives instructional practice at Kent Elementary.

4. School Leadership

Each morning, the principal greets Kent Cardinals as they enter the building. She welcomes them with a smile and a word of encouragement, thus setting the mood for the rest of the day. The principal models that Kent is a great place to be! Developing the whole child (emotionally, socially, and intellectually) is the focus of all leadership decisions made at Kent Elementary. Through shared leadership, all stakeholders in a child's life are valued as a necessary part of a student's success.

Collaboration is the most important aspect for decision-making at Kent. Everyone has a voice. It starts with the principal who sets the tone for the school environment. The principal confers with the assistant principal for input as they plan the direction for team leaders, teachers, support staff, and parents. The identified team advises the principal in a variety of ways. The assistant principal shares duties of the principal and assists in being an active and visible leader of the school. Team leaders study school data from various sources and work together to make goals for the school. They then share information with other teachers on their team and plan any necessary decisions on the grade level's part. All teachers collaborate together to confirm the course of action Kent will take. A direct result of the leadership teams' strategic collaboration is the success of Kent students at the highest possible levels.

Kent's Campus Improvement Council (CIC) is composed of teachers, parents, and community members. They review data, set goals, and help execute a plan. Kent also organizes various focus groups to gather information in order to improve instruction and make decisions. A recent decision resulting from a focus group is the Bring Your Own Device (BYOD) policy for the school. Guidelines were created and implemented for the students to bring their own electronic devices to school.

Everyone is respected for their knowledge and expertise as they share input to lead Kent to be the successful school that it is. This form of leadership promotes accountability to ensure high expectations for students and staff. When the teachers improve their instruction, the students achieve more. When everyone works together, everyone achieves more.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAAR & TAKS</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	93	95	90	97	99
Advanced Academic Performance	38	39	41	53	47
Number of students tested	61	56	58	59	74
Percent of total students tested	100	100	100	98	99
Number of students tested with alternative assessment					11
% of students tested with alternative assessment	5	11	3	7	15
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	90	92	84	94	100
Advanced Academic Performance	24	29	37	38	38
Number of students tested	21	24	19	16	24
2. Students receiving Special Education					
Satisfactory Academic Performance and above	89	78	89	90	100
Advanced Academic Performance	33	44	33	50	15
Number of students tested	9	9	9	10	13
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	36	9	45	63	40
Number of students tested	11	11	11	8	15
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	93	85	75	100	100
Advanced Academic Performance	36	23	38	64	21
Number of students tested	14	13	8	11	14

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory Academic Performance and above	86	88	100	100	100
Advanced Academic Performance	14	38	25	60	0
Number of students tested	7	8	4	5	6
6. Asian Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	53	29	44	50	53
Number of students tested	15	17	16	12	19
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	90	100	89	96	100
Advanced Academic Performance	33	59	46	46	65
Number of students tested	21	17	28	28	34
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: State of Texas Assessments of Academic Readiness (STAAR) tests were administered beginning in 2011-12 school year. Assessment data for 2009-10 and 2010-11 were provided from student performance results on the Texas Assessment of Knowledge and Skills (TAKS) tests. All reported student results were generated by Texas Education Agency. Test results for grades 3 through 5 included only those students who tested in English during the first or second administration of a state assessment and were included in the accountability snapshot. Students included in the alternatively assessed data fields took a modified, linguistically accommodated, or alternate version of the state assessment.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAAR & TAKS</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	94	95	90	97	99
Advanced Academic Performance	36	35	28	53	78
Number of students tested	62	60	59	77	71
Percent of total students tested	97	100	98	99	99
Number of students tested with alternative assessment				11	
% of students tested with alternative assessment	8	2	5	14	7
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	96	92	83	100	100
Advanced Academic Performance	29	29	33	35	63
Number of students tested	28	24	18	23	19
2. Students receiving Special Education					
Satisfactory Academic Performance and above	80	86	89	100	100
Advanced Academic Performance	30	14	33	27	67
Number of students tested	10	14	9	15	12
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	100	100	100	100
Advanced Academic Performance	8	13	43	44	63
Number of students tested	12	8	7	9	8
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	94	92	80	100	100
Advanced Academic Performance	31	17	10	33	64
Number of students tested	16	12	10	15	11
5. African- American Students					
Satisfactory Academic	100	86	67	83	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	36	29	0	0	80
Number of students tested	11	7	6	6	5
6. Asian Students					
Satisfactory Academic Performance and above	94	100	100	100	100
Advanced Academic Performance	29	42	62	78	78
Number of students tested	17	12	13	18	18
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	96	100	100	100
Advanced Academic Performance	47	39	26	58	86
Number of students tested	17	28	27	36	36
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: State of Texas Assessments of Academic Readiness (STAAR) tests were administered beginning in 2011-12 school year. Assessment data for 2009-10 and 2010-11 were provided from student performance results on the Texas Assessment of Knowledge and Skills (TAKS) tests. All reported student results were generated by Texas Education Agency. Test results for grades 3 through 5 included only those students who tested in English during the first or second administration of a state assessment and were included in the accountability snapshot. Students included in the alternatively assessed data fields took a modified, linguistically accommodated, or alternate version of the state assessment.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>STAAR & TAKS</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Mar	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	98	93	91	97	99
Advanced Academic Performance	45	47	32	69	72
Number of students tested	51	58	77	77	67
Percent of total students tested	100	98	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	5	5	7
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	95	88	83	92	100
Advanced Academic Performance	26	25	22	50	53
Number of students tested	19	16	18	24	19
2. Students receiving Special Education					
Satisfactory Academic Performance and above	100	83	69	92	100
Advanced Academic Performance	33	17	8	42	33
Number of students tested	12	6	13	12	6
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	100	100	80	100
Advanced Academic Performance	50	33	0	50	0
Number of students tested	2	3	4	10	1
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	92	75	93	100
Advanced Academic Performance	27	33	13	64	73
Number of students tested	11	12	16	14	11
5. African- American Students					
Satisfactory Academic	100	71	78	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	43	29	0	67	50
Number of students tested	7	7	9	6	10
6. Asian Students					
Satisfactory Academic Performance and above	100	100	95	94	100
Advanced Academic Performance	63	73	47	72	89
Number of students tested	8	11	19	18	18
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	96	100	100	100	100
Advanced Academic Performance	50	48	42	71	73
Number of students tested	24	23	31	38	26
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: State of Texas Assessments of Academic Readiness (STAAR) tests were administered beginning in 2011-12 school year. Assessment data for 2009-10 and 2010-11 were provided from student performance results on the Texas Assessment of Knowledge and Skills (TAKS) tests. All reported student results were generated by Texas Education Agency. Test results for grades 3 through 5 included only those students who tested in English during the first or second administration of a state assessment and were included in the accountability snapshot. Students included in the alternatively assessed data fields took a modified, linguistically accommodated, or alternate version of the state assessment.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>STAAR & TAKS</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	95	89	97	97	97
Advanced Academic Performance	33	38	40	78	67
Number of students tested	61	56	58	59	74
Percent of total students tested	100	100	100	98	99
Number of students tested with alternative assessment					11
% of students tested with alternative assessment	2	0	0	7	15
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	90	79	95	100	96
Advanced Academic Performance	14	21	26	69	63
Number of students tested	21	24	19	16	24
2. Students receiving Special Education					
Satisfactory Academic Performance and above	89	89	89	90	92
Advanced Academic Performance	11	33	11	60	31
Number of students tested	9	9	9	10	13
3. English Language Learner Students					
Satisfactory Academic Performance and above	91	64	100	100	100
Advanced Academic Performance	18	9	9	50	67
Number of students tested	11	11	11	8	15
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	100	85	100	100	100
Advanced Academic Performance	29	8	38	91	50
Number of students tested	14	13	8	11	14
5. African- American Students					
Satisfactory Academic	86	88	100	100	83

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	14	50	50	60	17
Number of students tested	7	8	4	5	6
6. Asian Students					
Satisfactory Academic Performance and above	93	82	100	100	100
Advanced Academic Performance	40	35	31	67	74
Number of students tested	15	17	16	12	19
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	95	100	96	96	100
Advanced Academic Performance	33	59	46	82	79
Number of students tested	21	17	28	28	34
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: State of Texas Assessments of Academic Readiness (STAAR) tests were administered beginning in 2011-12 school year. Assessment data for 2009-10 and 2010-11 were provided from student performance results on the Texas Assessment of Knowledge and Skills (TAKS) tests. All reported student results were generated by Texas Education Agency. Test results for grades 3 through 5 included only those students who tested in English during the first or second administration of a state assessment and were included in the accountability snapshot. Students included in the alternatively assessed data fields took a modified, linguistically accommodated, or alternate version of the state assessment.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>STAAR & TAKS</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	86	95	98	97	97
Advanced Academic Performance	30	48	43	69	60
Number of students tested	61	60	60	77	71
Percent of total students tested	95	100	100	99	99
Number of students tested with alternative assessment				11	
% of students tested with alternative assessment	2	2	2	14	7
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	89	96	100	100	95
Advanced Academic Performance	18	38	44	61	32
Number of students tested	28	24	18	23	19
2. Students receiving Special Education					
Satisfactory Academic Performance and above	80	86	89	93	100
Advanced Academic Performance	30	36	22	47	50
Number of students tested	10	14	9	15	12
3. English Language Learner Students					
Satisfactory Academic Performance and above	83	88	100	100	88
Advanced Academic Performance	8	25	0	44	0
Number of students tested	12	8	7	9	8
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	81	92	100	93	100
Advanced Academic Performance	13	25	40	67	36
Number of students tested	16	12	10	15	11
5. African- American Students					
Satisfactory Academic	91	86	100	100	100

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	27	43	67	33	80
Number of students tested	11	7	6	6	5
6. Asian Students					
Satisfactory Academic Performance and above	88	100	100	100	94
Advanced Academic Performance	35	75	38	78	50
Number of students tested	17	12	13	18	18
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	96	100	100	100
Advanced Academic Performance	47	50	43	75	72
Number of students tested	17	28	28	36	36
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>STAAR & TAKS</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Pearson</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Satisfactory Academic Performance and above	98	98	94	99	97
Advanced Academic Performance	41	39	39	62	74
Number of students tested	51	59	77	77	67
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	5	9	4	7
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory Academic Performance and above	100	94	83	96	100
Advanced Academic Performance	26	6	17	50	68
Number of students tested	19	16	18	24	19
2. Students receiving Special Education					
Satisfactory Academic Performance and above	100	100	92	100	100
Advanced Academic Performance	50	50	23	42	83
Number of students tested	12	6	13	12	6
3. English Language Learner Students					
Satisfactory Academic Performance and above	100	100	75	90	100
Advanced Academic Performance	0	0	0	20	100
Number of students tested	2	3	4	10	1
4. Hispanic or Latino Students					
Satisfactory Academic Performance and above	91	100	81	93	100
Advanced Academic Performance	27	25	19	50	82
Number of students tested	11	12	16	14	11
5. African- American Students					
Satisfactory Academic	100	100	100	100	90

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance	57	29	11	50	60
Number of students tested	7	7	9	6	10
6. Asian Students					
Satisfactory Academic Performance and above	100	91	95	100	100
Advanced Academic Performance	38	45	42	67	72
Number of students tested	8	11	19	18	18
7. American Indian or Alaska Native Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
9. White Students					
Satisfactory Academic Performance and above	100	100	97	100	100
Advanced Academic Performance	46	46	55	68	81
Number of students tested	24	24	31	38	26
10. Two or More Races identified Students					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory Academic Performance and above					
Advanced Academic Performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory Academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Performance and above					
Advanced Academic Performance					
Number of students tested					

NOTES: State of Texas Assessments of Academic Readiness (STAAR) tests were administered beginning in 2011-12 school year. Assessment data for 2009-10 and 2010-11 were provided from student performance results on the Texas Assessment of Knowledge and Skills (TAKS) tests. All reported student results were generated by Texas Education Agency. Test results for grades 3 through 5 included only those students who tested in English during the first or second administration of a state assessment and were included in the accountability snapshot. Students included in the alternatively assessed data fields took a modified, linguistically accommodated, or alternate version of the state assessment.